

North Dakota Department of Public Instruction

Title I

First Grade Reading Standards

Student: _____

School Year: _____ Grade: _____

Teacher: _____

- ___ Read a variety of genres.
Observe in an instructional setting.
- ___ Explain the elements of a story.
Observe in an instructional setting.
- ___ Manipulate individual sounds in words.
Use sentence dictation task. (Enclosed)
- ___ Isolate and say the first, medial, or last sound in a word.
Use sentence dictation task. (Enclosed)
- ___ Break or separate a word into parts-onset and rime.
Observe in an instructional setting.
- ___ Identify and create rhymes.
Observe in an instructional setting.
- ___ Apply knowledge of letter/sound relationships when reading.
Use concepts about print. (Enclosed)
- ___ Use knowledge of phonics to decode words.
Use word recognition task. (Enclosed)
- ___ Make and confirm/disconfirm predictions in a story.
Select appropriate texts for this benchmark expectation.
- ___ Recall/retell details/events in sequence.
Select appropriate texts for this benchmark expectation.
- ___ Make text-to-self and text-to-text connections.
Select appropriate texts for this benchmark expectation.
- ___ Use strategies to monitor comprehension.
Select appropriate texts for this benchmark expectation.
- ___ Locate the main idea and supporting details of a text.
Select appropriate texts for this benchmark expectation.
- ___ Read a variety of vocabulary embedded in authentic text.
Select appropriate texts for this benchmark expectation.
- ___ Demonstrate fluency, reading in meaningful phrases.
Select appropriate texts for this benchmark expectation.
- ___ Use reading to learn how to process increasingly difficult text.
Select appropriate texts for this benchmark expectation.
- ___ Use reading to be informed and/or entertained.
Select appropriate texts for this benchmark expectation.

Word Recognition

Purpose:

The purpose of this assessment is to determine the number of high frequency words that students know. These words are given in isolation because they should be instantly recognizable by students. Teaching these words, however, should be done within the context of a story or other meaningful text (not decodable texts).

Directions for Use:

Provide the student with a word list for his or her grade level. Reveal one column at a time. Ask the child to read the words on the list. Do not help with **any** words and do **not** use the list for teaching. This assessment can be used as an ongoing observational tool two to three times a year to record growth in word recognition over time.

Scoring:

Score one point for each correctly read word. Note any attempts, errors, or reading behaviors the child makes while reading.

First Grade Word Recognition Assessment

Name: _____

Word	Date:	Date:	Date:	Date:
they				
have				
him				
went				
his				
was				
when				
from				
them				
out				
said				
with				
an				
of				
that				
but				
about				
then				
their				
all				
your				
or				
saw				
came				
this				

Score: /25 /25 /25 /25

First Grade High-Frequency Word List

they

from

of

all

have

them

that

your

him

out

but

or

went

said

about

saw

his

with

then

came

was

an

their

this

when

Concepts About Print

Adapted for First Grade Title I Assessment

**An appropriate book that contains the following structures – question mark, period, comma, quotation marks, 2-3 lines of text on both open pages, and a return sweep – can be used to observe children's reading behavior in the following areas. The teacher will read the book to the child so the book does not need to be an independent level.*

1. Front of the Book
Hand the book to the child with the spine toward the child.
Say: Show me the front of the book.
2. Print contains the message
Say: I'm going to read you a story. Show me where to start reading.
Where do I begin to read?
3. Which way do I go? (Directionality)
Say: Which way do I go?
4. Return Sweep
On a page with at least two lines of text, point to the end of the first line and say:
Where do I go next?
5. Word by word matching
Say: Point to each word as I read. (Read slowly but fluently)
(Exact word by word matching)
6. First and last
Say: Show me the first part and the last part.
(Both concepts may be demonstrated on the whole text, or on a line, word or letter)
7. Left page before right
(Need print on both open pages)
Say: Where do I start reading?
8. Period
Say: What is this for? (Accept: period, stop, the end)
9. Comma
Say: What is this for? (Accept: comma, pause, little stop)
10. Question Mark
Say: What is this for? (Accept: question mark, asking)
11. Quotation Marks
Say: What is this for? (Accept: quotation marks, talking marks)
12. Show me one word. **Say: Show me one word.**
13. Show me one letter. **Say: Show me one letter.**
14. Show me the first and last letter of a word. **Say: Show me the first and last letter of a word.**
15. Show me a capital letter. **Say: Show me a capital letter.**

Name: _____

Dates: _____

Score: ____/15 ____/15 ____/15

**Use a different book for each assessment.*

<h2>Score Sheet for Concepts About Print</h2>

	Fall	Winter	Spring
1. Front of the book	_____	_____	_____
2. Print contains the message	_____	_____	_____
3. Which way do I go?	_____	_____	_____
4. Return Sweep	_____	_____	_____
5. Word by word matching	_____	_____	_____
6. Show me the first part and the last part	_____	_____	_____
7. Left page before right	_____	_____	_____
8. Period	_____	_____	_____
9. Comma	_____	_____	_____
10. Question Mark	_____	_____	_____
11. Quotation Marks	_____	_____	_____
12. Show me one word	_____	_____	_____
13. Show me one letter	_____	_____	_____
14. Show me the first and last letter of a word	_____	_____	_____
15. Show me a capital letter	_____	_____	_____

Sentence Dictation (Dictation Task)

Purpose:

The purpose of this assessment is to determine how well children are able to hear and write the sounds they hear in our language (any sentences that have the variety of phonemes you wish to assess may be used).

Directions for Use:

Tell the child that you are going to read him a story and that after reading it through once, you will read it again slowly so that he can write down the words. During the second reading, dictate slowly, word by word. When the child comes to a problem say: "You say it slowly. How would you start to write it? What can you hear? What else can you hear?" If the child cannot complete the word, say: "We'll leave that word. The next one is..." Make note of the following: omissions of sounds, unusual placement of letters within words, and unusual formations of letters.

Scoring:

Score one point for each correct phoneme. Complete the checklist, using the key at the bottom of the page to indicate the child's behaviors in each category. Use this information to guide your instruction.

First Grade Hearing & Recording Sounds in Words (Dictation Task)

I am going to read you a story.

When I have read it through once, I will read it again very slowly so that you can write down the words in the story

- **Read the test sentence at the top of the score sheet to the child at normal speed. Then say:**

Some of the words are hard.

Say them slowly and think how you can write them.

Start writing the words now.

- **Now read the entire story. Dictate slowly, word by word. When the child comes to a problem say:**

You say it slowly.

How would you start to write it?

What can you hear?

What else can you hear?

- **If the child cannot complete the word say:**

We'll leave that word.

The next one is....

- **Show the student where to write the next word if this helps the child.**
(Support the child with positive comments to keep the child working at the task.)

Note: Sequence errors
Omissions of sounds
Partially correct attempt
Unusual placement of letters within words

First Grade Dictation Assessment

Sentences and Score Sheet

Name: _____

Upper Emergent Dictation Sentences:

I can see a red dog up on the hill.
He is going to get the bone.

Date				
Wrote a letter for each sound in the word				
Spelled words correctly				
Wrote initial consonant sounds				
Wrote final consonant sounds				
Wrote medial consonant sounds				
Wrote short vowel sounds				
Wrote long vowel sounds				
Wrote word endings				
Used capital letters at the beginning of sentences				
Used correct punctuation at the end of the sentences				
Other:				

Key:

- + = Good
- ✓ = Adequate
- = No evidence

First Grade Dictation Assessment

Student Worksheet

Name: _____

Date: _____

Total Words: _____

Phoneme Analysis: ____/39

Comments:



Start:

Bibliography

Wright Group Publishing, Inc. (1996). *Assessment Guide Grades K-1*. Bothell, WA.

Adaptations were made from the following references:
Rapid City, South Dakota Public Schools Literacy Programming.

Clay, Marie (2002). *An Observation Survey of Early Literacy Achievement*. Hong Kong: Heinemann.

Book choices for the Concepts About Print task at the beginning of first grade - *The following books would be best:

Sand, by Marie Clay

Stones, by Marie Clay

Follow Me Moon, by Marie Clay

No Shoes, by Marie Clay

The following Books may also be used:

What's for Dinner?

Seedling Publications, Inc.

The Hungry Kitten

Rigby-PM Collection – 1-800-822-8661

Cooling Off

Dominie Press – 1-800-232-4570

What Would you Like?

Wright Group – 1-800-648-2970

Let's Play Ball

Steck-Vaughn – 1-800-531-5015